DOCUMENT RESUME

ED 330 714 TM 016 292

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TITLE Affirmative Action Strategies and Professional Schools: Case Illustrations of Exemplary Programs.
PUB DATE Apr 91
NOTE 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Affirmative Action; *Case Studies; Certification; College Attendance; Dental Schools; *Enrollment; Equal Education; Graduation; Higher Education; Law Schools; Mail Surveys; Medical Schools; *Professional Education; *Program Evaluation; *School Surveys; Student Recruitment; Veterinary Medical Education

ABSTRACT

Seven case illustrations of affirmative action (AFA) programs are presented. Increases in the numbers of women and minority students at professional schools have been reported, but disadvantaged populations still suffer underrepresentation. The literature indicates that effective AFA may be realized through: early identification programs and pre-professional contact during recruitment; role modeling and mentoring used from early identification through professional licensure; resocialization techniques for both faculty and students used after matriculation; and academic, social, and psychological support services used during the program to enhance retention. A survey of law, medical, dental, and veterinary schools revealed various AFA strategies used for the recruitment, admission, and retention of women and minorities. Data for the seven case studies included responses by AFA officers to a nine-item mail questionnaire. The survey examined enrollment, graduate, and licensure rates for women and minority students as well as recruitment, admission, and retention strategies used to facilitate AFA. The results are based on the responses of personnel from 10 medical, 10 veterinary, 11 dental, and 24 law schools. The case studies demonstrate the effectiveness of a concise, directed program of strategies complementary to the professional school, its faculty, their geographic location, their targeted clientele, and their specific goals for cultural diversity. A 38-item list of references and three data tables are included. (TJH)

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Affirmative Action Strategies and Professional Schools: Case Illustrations of Exemplary Programs

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April 1991

Running head: EXEMPLARY PROGRAMS

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Abstract

Increases of women and minority students at professional schools have been reported but disadvantaged populations still suffer underrepresentation. The literature indicates that effective affirmative action may be realized through early identification programs and pre-professional contact during recruitment; role modeling, and mentoring used from early identification through professional licensure; resocialization techniques for both faculty and students used after matriculation; and academic, social, and psychological support services used during the program that aid retention. A survey of law, medical, dental, and veterinary schools revealed various affirmative action strategies used for the recruitment, admission, and retention of women and minorities. Seven case illustrations of affirmative action programs are detailed. These cases demonstrate that an eclectic grouping of strategies is less effective than a concise, directed program of strategies complementary to the professional school, its faculty, their geographic location, their targeted clientele, and their specific goals for cultural diversity.

Affirmative Action Strategies and Professional Schools: Case Scenarios of Exemplary Programs

Introduction

Currently, while women earn more associate, bachelor's, and master's degrees than men, women earned only 28% of the doctorates and 36% of the first professional degrees awarded in 1989 (Kroe, 1989). Five percent of the medical school graduates in 1988 were African American (O'Brien, 1989). Less than one percent of the 1988-89 law and dental school enrollments were Native Americans (A review..., 1988; Lyons, 1989). Hispanic Americans constituted 3% of the persons enrolled in American law schools during 1988-89 (A review ..., 1988).

Demographic shifts indicate that the United States population could consist of 35% minorities early in the next century (Keller, 1988). Health and legal professionals are needed to provide assistance for targeted minority groups in special, concentrated population areas. Increases of women and minority students at professional schools have been reported but disadvantaged groups still suffer underrepresentation due to institutional and structural barriers, social and economic controls, traditional educational mechanisms, cultural perceptions, and psychological pressures (Lyons, 1989; Malhoit & Ninan, 1979; Stevens & Marquette, 1979; Twale, Douvanis, & Sekula, 1991).

As a result of Civil Rights legislation, American citizens have been protected against discrimination in educational admissions. Affirmative action guidelines also provided a concerted effort to remedy historical, social, political, and economic barriers to inequality at all levels of higher education for African Americans, Asian Americans, Latin Americans, Native Americans, and in some instances Caucasian females (Milner & Perry, 1983).

The purpose of this study is to ascertain the ways in which women and minority students are being recruited, admitted, retained, and graduated from professional schools and eventually licensed to practice their profession. For this study, professional schools are defined as those requiring the baccalaureate for admission; the completion of study leads to a doctoral or first professional degree; and graduation provides entree to sit for a state licensing examination. Medicine, veterinary medicine, dentistry, and law are judged to have met these criteria. The review of literature examines ways in which affirmative action programs address affirmative action guidelines. A survey of professional schools first reveals the affirmative action strategies used and second, includes exemplary case illustrations of affirmative action programs whose approaches utilize various admission, recruitment, and retention strategies and who strive for success by licensing women and minority graduates.

Review of Literature

Barriers to equal opportunity have been many and varied for disadvantaged populations. Disadvantaged groups fall victim to elitism, exclusion, suppression, allocation, test bias, discrimination, marginality, and socio-economic barriers (Twale, Douvanis, & Sekula, 1991). Affirmative action, however, relies heavily on ways in which to overcome rather than to eliminate these barriers. Therefore, intervention strategies early in the student's socialization process and continued monitoring of progress may prove significant in the successful completion of professional programs.

Successful socialization includes physical and social proximity to the goal, observations of key operatives, appropriate positive role models, a helpful mentoring relationship, and meaningful experiences within the structure and the culture of the organization to which one aspires (Spencer, 1976). As a result the complexities of adult socialization often require periods of adjustment or resocialization as an incumbent moves from the familiar to the unknown (Chinoy, 1968; McClelland, 1990). Therefore, effective affirmative action may be realized through early identification programs and preprofessional contact aimed at recruitment, resocialization techniques used after matriculation, support services that aid retention, and role modeling and mentoring which prove significant from early recruitment through licensure.

Early identification programs

Reaching disadvantaged populations early in their socialization helps to identify potential scholars, bridges the gap between the public school and the professional degree, and provides opportunities for role modeling, mentoring, and institutional partnerships (Coyle & Thurgood, 1989). Beck et al (1978) and Lecca and Watts (1989) suggest early outreach programs such as summer entry and summer enrichment. Described by Lourenco (1983), early outreach efforts are designed "to prepare, motivate, and educate talented economically disadvantaged junior high or secondary school students,...to socialize students to commit themselves to realistic college preparatory programs,"...and to introduce students to opportunities in professional careers within their community (p. 40). Programs help increase the prospective minority student talent pool by furnishing academically enriching experiences, career counseling, role models, and exposure to a university campus.

Odegaard (1977) recommends early contact between aspiring professionals and practicing ones, by targeting predominantly minority colleges, offering special summer workshops for high school students, and facilitating early indoctrination with the skills necessary for preprofessional success. Early outreach also facilitates cooperative efforts and continued communications with the minority community and the development of parental support networks.

Resocialization efforts

The premise behind resocialization suggests that new and varied patterns be adopted to ensure female and minority success within the professional school environment. For instance, Newell (1978) recommends that professional schools formulate as part of their mission statement a policy which outlines the nature and degree of diversity that school wishes to achieve. Institutions that have adopted policies that facilitate such increases in admission will continue to attract disadvantaged candidates (Conciatore, 1989; Fuller & McNamara, 1978).

Odegaard (1977) and Begun (1973) suggest that admissions committees focus on biographical data which demonstrates evidence of interpersonal skill, coping abilities, tenacity, realistic self-concept and self-appraisal of goals, leadership experience, and other cultural factors. Preer's (1981) remedies include the abolishment of gender, cultural, and racially biased tests; developmental education programs; and strengthening the faculty, programs, and facilities at predominantly minority colleges and universities.

Sorcinelli and Andrews (1987) advocate constructive goal setting for women (and minorities) as a means to career realization and advancement. Minority counselors and faculty in the professions and the professional school may be called upon to provide such guidance. In addition, Pemberton (1988) favors workshops for all faculty especially those who participate in outreach programs and minority recruitment efforts and serve as

role models, mentors, and tutors. Beck et al (1978) recommend the need for special faculty counseling techniques to raise minority self-esteem. Because of the diversity within each of the affirmative action groups, Lyons (1990) suggests sending recruiting information in the native language and tapping ethnic churches as potential recruitment targets and support groups. Richardson (cited in Jones, 1990) recommends an introduction of cultural diversity into the professional school curriculum.

Support programming

Keller (1988) suggests that we re-evaluate marketing and recruitment techniques and direct our attention to retention and the survival of rigorous professional school standards. Given the disadvantages faced by minorities, Pruit (1979) recommends several areas of student support that might increase retention figures: financial aid, a more minority conducive curriculum; study skills and tutorial help, developmental courses; counseling and small group contact; and "de-hostilizing" the campus environment which surrounds the disadvantaged student.

Odegaard (1977) favors providing additional psychological support within the campus setting: more minority and women counselors; academic and tutorial support; and social, personal, and academic peer group cluster support. Beck et al (1978), and Odegaard urge that faculty and counselors become sensitized to the early warnings of student distress, disillusionment, and failing grades, and counteract with compassion, tutorial assistance, curricular flexibility, tailored programs,

decelerated programs, and alternative pathways to the professional degree.

Cross (1990) warns, however, that higher education's attempt to encourage institutions to attract minorities or to change students through perpetual remediation will be no more successful at educating minorities than the enticements of financial aid. She advocates that the disadvantaged need more opportunities for success, and additional opportunities to motivate, develop self-esteem, and build self-confidence.

Conciatore (1989) advocates the development of a strong, supportive minority student community to encourage involvement and ultimately impact retention statistics. James et al (1979) suggest special state and federal funding to facilitate minority retention programs and establish educational consortiums so as to introduce disadvantaged students to others in nearby professional programs.

Role modeling and mentoring techniques

Lecca and Watts (1989) determined that due to poverty and geographical location, some minority youth have never had contact with minority health and legal professionals. Beck et al (1978) and Strelnick and Younge (1980) urge that admissions committees have 50% minority representation to combat professional school elitism.

The American Council on Education (Forum goes.., 1988) supports faculty involvement in mentoring to aid women and minority students from early outreach programs through

professional school. Role models and mentors must be identified and utilized so as to help preserve unique cultures, provide links to ethnic communities, and ease graduates into meaningful professional careers (Tribal Colleges, 1989).

Austin and Tenzer (1980) focus on a need for seminars and workshops to address problems specific to any disadvantaged population. They call for more faculty role models and ombudsmen, textbooks that feature minority populations, and academic and personal guidance to address a student's move into white, male dominated environments. Odegaard (1977) recommends a program which designates support persons to which disadvantaged students can turn: match minority students with practicing minority professionals in the community and/or assign minority faculty mentors or advisors to students. However, the paucity of women and minorities in professional positions and professional schools indicates deficiencies in role modeling and mentoring opportunities for new female and minority entrants into white, male dominated career fields (Bolton, 1980).

Methodology

The affirmative action officer, equal opportunity officer, or appropriate designee at each of the professional schools which have been accredited by the American Medical Association (103), the American Dental Association (58), the American Veterinary Medical Association (27), and the American Bar Association (176) was invited to respond to a nine item, mailed questionnaire on affirmative action. Each school reported enrollment, graduation,

and licensure rates for women and minority students for three five-year intervals (1978-79, 1983-84, 1988-89). Compiled from a lengthy review of literature were three lists containing possible recruitment, admission, and retention strategies employed to facilitate affirmative action guidelines. Respondents checked all items that applied to their affirmative action programs and indicated the strategy that they believed to be most effective in each of the three categories. As requested, many respondents provided a narrative or supplementary documents further describing any specific programs or agendas implemented by their institution.

The results are based on the responses of 10 medical schools, 10 veterinary schools, 11 dental schools, and 24 law schools. Despite the low response rate, the participants represented a unique cross-section of programs in terms of geographic location, university type, diverse student clientele, and types of strategies used. The response rate may be low due to the sensitive nature of affirmative action and the perception that some schools feel less effective at recruiting women and minorities than others. The rate may also be a function of the school's policy to not respond to unsolicited questionnaires or the officer's inability to locate all types of information requested in a timely fashion. With this in mind, caution should taken to avoid generalizations. However, much can be learned about affirmative action strategies and the efforts taken by

these professional schools to sustain women and minority populations from recruitment through licensure.

Descriptive statistics assessed affirmative action trends in recruitment, admission, and retention instituted by the responding schools. In addition, affirmative action programs at professional schools were illustrated in seven case scenarios. Each program employed a unique combination of affirmative action strategies, represented various geographic areas and student clientele, and used specific measures to attract disadvantaged populations to their campus.

The data helped answer two research questions: Which recruitment, admission, and retention strategies are the most frequently used and the most effective affirmative action strategies used by the professional school sample under study? Second, what conclusions can be drawn about affirmative action programs at professional schools based on the exemplary case illustrations presented?

Results

Strategies

Respondents were asked to indicate their professional school's most frequently used and most effective retention, admission, and recruitment strategies that support affirmative action guidelines. As illustrated in Table 1, the most frequently used recruitment strategies were placing women and minority faculty and/or students on the interviewing team (82%), offering minority scholarships (76%), and providing financial aid

packages (69%). Public relations campaigns (60%) and women and minority alumni networking opportunities (55%) were used somewhat.

Among the admissions criteria listed in Table 2, professional schools most frequently look beyond cognitive performance in search of perseverance, commitment, good interpersonal skill, and realistic self-appraisal (78%),in addition to evidence of motivation (60%) and overcoming personal hardship (78%).

Seen in Table 3 retention strategies ranged from encouraging women and minority faculty and administrative role models (84%) and mentors (53%) to offering greater counseling efforts to help students cope with academics (82%), career choice (65%), or personal crisis (80%). In addition academic (82%) and psycho-social (51%) support groups were needed to tutor as well as to help socialize.

Finally, participants reported minority scholarships, non-cognitive admissions criteria, and academic counseling as the most effective affirmative action strategies for recruitment, admission, and retention respectively.

Case scenarios

Case 1

An upper midwestern land grant university veterinary school enrolls approximately 259 students. The professional school reported that in 1989-90, 62% of the class (161) were women and 4% were minority students. Twenty percent of the entire vet

school faculty (103) were female or minority. Information on admission, graduation, and licensure over the last decade indicated that those who graduate eventually receive licensure to practice. Their part-time affirmative action officer reported that the recruitment process employs women and minority students and faculty on the interview team, relies on alumni networking, publicizes graduation rates to prospective candidates, and offers financial aid and minority scholarships. To facilitate admission, the school favors talent enrichment programs, active student affairs programs, and participation in a health sciences minority program. This program strives to identify, enrich, and encourage students of color through support programs that commence in the junior high and proceed through professional school. Recruitment officers visit sites to discuss health issues and careers and the pre-college curriculum. Summer programs offer courses in math and science. Students can volunteer for mini-internships in regional health settings and may later work with professionals in a research setting. This professional school believes that women and minority role models and mentors are necessary to ensure retention. The health sciences minority program has drawn school science faulty and counselors, advisors from the undergraduate institutions, minority community leaders, and university faculty and administration to assist with the role modeling and mentoring process.

Case 2

A large, public, midwestern research institution's law school with an enrollment of 1100 has done extensive work in the areas of minority recruitment and retention, although its percentages of minority admits lean more heavily towards African-Americans (9%) than other groups. Of these minority students admitted, the school, from previous experience, expects approximately 90% to graduate with their class while an additional 4-7% are classified as potential graduates (i.e., academically eligible to continue their studies).

The school policy is to recruit minority students extensively and nationally. The financial needs of students are met through scholarships or financial aid packages. Special consideration is given to the fact that blacks are routinely counseled through special admission not to anticipate failure. Full time counselors are provided in career and personal counseling as well as in the academic areas. The school encourages peer academic groups as well as social support groups and provides an ombudsman. During the three year residency, in addition to tutoring, examination practice is provided. Women and minorities are used as role models, mentors, and as workshop and seminar leaders for minority related issues and concerns.

Students are given the opportunity to engage in practical experiences during professional schooling, and work placement is provided during school breaks. After graduation, the school provides minority students with special counseling for job

placement, including the use of video taping for interviewing practice and financial support is provided during the bar review and examination period.

Case 3

A large, southern land grant university houses a law school (783 students: 37% women and 5% minority) whose efforts have been commendable but whose results do not reflect such perseverance. This law school maintains high academic standards and an excellent reputation among members of the bar concerning the quality of its graduates. The administration believes that African American students are capable of meeting the traditional standards, and that a reduction in standards is neither necessary nor appropriate. The Law Center attracts as many blacks as meet normal admission criteria, and tries to identify, recruit, and give special training to black candidates who fall below these criteria, but whose background predicts a reasonable chance of academic success.

In order to accomplish this, the Law Center recruits by sending representatives to `law days' at all universities within the state. A school representative is sent to each of the historically black institutions in the region and to the Law School Admissions Forums in Atlanta and Chicago. A black faculty member (9% of all law school faculty is minority) is sent to these forums whenever possible, and is also a member of `The Network', a group of black administrators and faculty who network together to increase African American enrollment at law schools.

In addition, the Law Center obtains the names of all blacks in the southeast who have scored at least a 20 on the LSAT; then encourages their application to the school and accords applicants special attention by the admissions committee, in addition to other factors indicative of academic success. A tutorial program has been developed for all at risk law students.

A black student information weekend is held for all students who express an interest in the Law Center. In spite of all their efforts, successful minority recruiting has been limited. Therefore, the Law Center has added three new strategies to their agenda: Increasing financial aid, establishing a summer enrichment program to identify and train potential students, and offering informal assistance in academic skills during the first semester of law school.

Case 4

The law school at a public, southwestern comprehensive university (1329 students) has been able to graduate 75% of its minority enrollment predicting that 95% of these will pass the bar within two years after graduation. This law school draws a diverse minority population of 4.1% Hispanic, 2.9% African American, 1.9% Asian American, and .5% Native American. While 4.7% were women of color, white females made up, on average, 36% of the incoming classes over the previous five years.

The school acknowledges that through an aggressive affirmative action admissions program a greater number of minority applicants are admitted each year with slightly weaker

entering academic credentials (LSAT and GRE) than is true of non-minority applicants. Through extensive research and record-keeping, the law school discovered that the single best predictor of law school performance for all students was the LSAT score.

The law school aggressively seeks out qualified minority candidates through the use of mass mailings as well as placing women and minorities on the admission and recruiting teams (16 full/adjunct women/minority faculty). Their commitment to minority enrollment is further enhanced by minority scholarships. The school looks beyond cognitive performance for evidence of motivation, commitment, and examples of overcoming personal hardship. After admission, minority students are provided with both academic and career counseling. Women and minorities on the faculty and administrative staff are used as role models. The use of academic peer groups for tutoring and support is encouraged. The services of an ombudsman are provided for students who feel that they have other unmet needs. The school further assists in career support by providing work placement during schooling as well as a placement service for postgraduate employment.

Case 5

A northern mountain state with a mid-sized doctoral-granting university has a medical school which enrolls approximately 200 students (34% female; 12% minority). Their program is designed specifically to attract, graduate, and license Native Americans.

Recruitment strategies include using women and minorities on the interview team, public relations campaigns, financial aid, scholarships, and internships. With the INMED program (Indians into Medicine), this medical school identifies and works with interested students beginning in junior high school. Their campus Board of Directors consists of representatives of the 22 tribes in a five state area. Tribes work with the university in identifying people with an interest in medicine. Offerings include science and math skills classes, family stress workshops, and cultural events. In addition the medical school acknowledges cognitive criteria, matches students' needs with institutional needs, accepts in-state applicants, and seeks extramural funding for special populations.

The medical school continues to work with interested students through high school, college, and medical training with regard to academic, personal, career, social, and financial counseling and support. Women and minorities serve as role models and mentors, special workshops are offered, and developmental coursework has been very effective. They provide much support in preparing minority graduates to pass the qualifying licensure exam. The school boasts that approximately half of all Native American physicians in practice are graduates of this program.

Case 6

A large southeastern land grant research university houses a dental school of 280 students (33% women, 12% minority).

Minority and women constitute 30% of the full time faculty. Their recruitment process includes visits to historically black colleges in the state and region. Dental awareness and career information is distributed to interested high school students and enhanced with summer enrichment and research apprentice programs. The school relies heavily on women and minority networking and placing black practitioners and faculty on the interview team. Counseling is provided to students not accepted to the dental school as a means of making their applications more competitive in the future.

Looking beyond cognitive performance has been an effective admissions strategy. Preference is given to in-state applicants, however, all black and Native American students in the southeast who take the Dental Admissions Test are contacted and urged to apply. Scholarships are available for students from financially disadvantaged backgrounds.

To aid with retention, the dental school offers career, academic, and personal counseling as well as academic and psycho-social support groups; some services offered are part of an education consortium. They encourage women and minorities to be role models and mentors, provide for volunteer experiences during training, and offer a decelerated, developmental curriculum as well as placement following graduation. Faculty meet with students prior to the licensing examination to review material and discuss test-taking techniques.

Case 7

A large northwestern research university supports a dental school of 273 students (29% female; 19% minority). The faculty (14% female and minority) have been very successful at graduating Asian and Pacific Islander minorities and blacks. Because the campus has a significant minority enrollment, individualized personal recruiting is possible. Also used are public relations campaigns, women and minority networking, and their presence on the interview team. Through the Upward Bound Program, recruitment extends to historically black colleges where summer enrichment scholarships are offered to the Health Sciences Center to facilitate their participate in research at the School of Dentistry. Minority recruitment is very heavy on all western regional feeder campuses and at the Atlanta University complex colleges.

The dental program also looks beyond cognitive performance for evidence of potential success but also offers a special, provisional entrance option. Established for educationally and economically disadvantaged applicants, Upward Bound enrolls one minority student each year whose credentials would otherwise have precluded their acceptance. The program provides for an extended curriculum as well as female and minority role models and mentors, an ombudsman, tutoring, and additional support systems such as personal and academic counseling.

Discussion

Demographics indicate changing patterns in the numbers of

racial minorities in the general population as well as an increasingly larger percentage of gender minorities in the workforce. Yet the same demographics illustrate that the entry of women and minorities into the professional fields have not kept pace. Affirmative action efforts have largely been unsuccessful in attracting or identifying qualified candidates. Only in the legal and veterinary medicine professions does there appear to be any semblance of parity between the general population and the professional school population and only in the case of white females.

Finding, attracting, retaining, and graduating students from disadvantaged populations is a complicated process. It requires serious commitment and great expenditures of time, money, initiative, and effort. However, good intentions may not be sufficient. Admission without pre-professional intervention, academic and personal counseling, adequate financial aid, placement aid, and follow through to licensure merely pay lip service to the ideals and goals of affirmative action. Heavy recruitment and admission of minority and women students do not guarantee similarly high retention, graduation, and licensure rates or that the student will return to communities in grave need of their services.

The statistics and the data collected for this study point to a limited pool of qualified applicants who are interested in matriculating to professional schools. The uneven distribution of minority groups across the country makes competition keen for

professional schools in states with low minority populations. The larger institutions housing the professional schools are predominantly white with some being perceived as hostile to non-white students. Minority students often choose instead to attend the historically black professional school programs at Howard, Morehouse, or Tuskegee further thinning the candidate pool at predominantly white institutions (Lyons, 1990).

The more effective programs are investing in early outreach efforts to target, select, and monitor promising students as early as junior high school. Efforts at early socialization appear to have better success than superficial attempts to remedy deficiencies after the student has matriculated and fallen behind during the professional school program. Overcoming the barriers to equal opportunity and career realization begins early in the socialization process if success is to be achieved (Twale, Douvanis, & Sekula, 1991). For Cross (1990), the real solution appears to lie in the early intervention and outreach to disadvantaged populations and early detection of innate ability as well as academic deficiencies. Once students have matriculated, schools with active academic, personal, and social support programs appear to have better results with the graduation and licensure of women and minorities than schools which do not.

Key to the success of any programs is the inclusion of minority and female role models either on the interviewing team, in the classroom, lab, or administrative office, or on the job.

Unfortunately, Bolton (1980) reports that the paucity of women and minorities as professional school role models and mentors makes their need more compelling if disadvantaged populations are going to envision success after being drawn to that environment. There is scant evidence that minorities and women form a viable presence in the local community where their professional talents and role modeling abilities would prove of immeasurable value to adolescents who aspire to career in these professions.

However, hiring more women and minority faculty and administrators could well be a key component to the success of new generations of professional school enrollees and graduates. The pool of practicing women and minority professionals aids in role modeling for the general population but detracts from their impact in the classroom as primary mentors. Numbers of women and minority professionals will have to increase tremendously above current levels to satisfy both critical needs. Competing for these licensed professionals are the high paying practices and research positions as compared with the nominal professor's salary. Perhaps professional programs can call upon successful alumni for pay backs in terms of providing tutorial and financial aid and preceptorships for presently enrolled students.

As Bayless (1987) and Bingham (1978) point out, financial aid may serve as an initial enticements allowing schools to misrepresent numbers of successful women and minority candidates only to appear to meet acceptable affirmative action guidelines. Effective affirmative action programs see beyond the need to look

effective by statistics alone. The data indicate that a wide variety of strategies are being used by just 20% of all professional schools participating in this survey. Some affirmative action programs are still in their infancy and it will take years to predict their success. The case illustrations demonstrate that a concise, directed program of strategies complementary to the professional school, its faculty, its geographic location, its targeted clientele, and its specific goals for cultural diversity proves to be more effective than an eclectic or random adoption of strategies. This small sample of participants models diversity and measured success in affirmative action strategies and techniques; they are eager to share their results and to learn what other institutions are doing to achieve success, and were committed to achieving cultural diversity in their classrooms and their respective professions.

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Table 1

Recruitment Strategies

	%
Women/minorities on interview team	82
Minority scholarships**	76
Financial aid packages	69
Public relations campaigns	60
Women/minority alumni networking	55
Ads in minority publications	33
Goals/timetables to increase women/minority representation	33
Publish graduation rates to candidates	27
Simulated minority admissions exercises for faculty and students	24
Publish licensure rates to candidates	22
Offer assistantships/fellowships to candidates	20
Offer internships/preceptorships to candidates	13
Outreach programs	11
Recruit at minority institutions	5

**Most effective strategy n=55

Respondents were asked to selects all that apply.

Table 2

Admissions Criteria

	%
Look beyond cognitive performance**	78
Evidence of overcoming hardship	78
Support summer enrichment programs	65
Consider perceived motivation of applicant	60
Support active student affairs programs	60
Consider innate skills and human qualities	49
Give preference to qualified in-state students	38
Early talent development programs	36
Special or provisional admissions policy	35
Match student need with institutional need	29
Preference for students with undergraduate degrees for same institution	27
State/federal funding for special populations and programs	22
Match geographic needs with supply and demand	5
Legacy admits	5
Award experiential credit	2
Use feeder colleges	2
Other	5

**Most effective criteria n=55

Respondents were asked to select all that apply.

Table 3

Retention Strategies

	%
Women/minority faculty/administrative role models	84
Academic counseling**	82
Academic support groups	82
Personal counseling	80
Career counseling	65
Women/minority faculty/administrative mentors	53
Psycho-social support groups	51
Placement following graduation	40
Workshops, symposiums, seminars for women/minorities	36
Faculty/student/staff newsletter	36
Work placement during professional schooling	35
Student access to an ombudsperson	29
Volunteer experiences during schooling	29
Developmental coursework/remediation	25
Community, civic outreach programs	20
Professional school member of educational consortium	20
Use decelerated curriculum	2

**Most effective strategy n=55

Respondents were asked to select all that apply.